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ABSTRACT

This paper explores the effects and implications of mission refinement and desegregation efforts at a historically black university by analyzing 15-year student enrollment trend data. Lincoln University, founded in 1866, is an 1890 land-grant comprehensive institution that is part of the Missouri state system of higher education. As one of tow historically black colleges in Missouri, Lincoln has survived the challenge of maintaining an identity and state presence as a historically black university while simultaneously emphasizing the need for integration and a diverse student population. The university's mission statement emphasized racial diversity and the extent of racial heterogeneity in student enrollment from 1983 to 1998. To complete this analysis, historical trend data were analyzed to determine the effect of the mission statement on student enrollment. Finding show that the mission statement has been the catalyst for achieving racial diversity. Lincoln is the only 4-year state institution in Missouri to have achieved diversity in student enrollment, and, as such, it serves as a multicultural model. An appendix contains a chart of enrollment data. (Contains 29 references.) (SLD)

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Desegregation and Diversity: the Paradox of a Historically Black University's Successful Mission Refinement

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Abstract

Desegregation and Diversity: the Paradox of a
Historically Black University's Successful Mission Refinement

Can a Historically Black University retain its unique mission if desegregation efforts result in a majority of White students? This paper explores the effects and implications of mission refinement and desegregation efforts at a Historically Black University by analyzing 15-year student enrollment trend data.

Desegregation and Diversity: The Paradox of a Historically Black University's Successful Mission Refinement

Introduction

Lincoln University, founded in 1866 by the 62nd and 65th Colored Infantry, is an 1890 land-grant, comprehensive institution which is part of the Missouri state system of higher education. Located on 52 rolling acres in Jefferson City, the capital of Missouri, the University has a rich history spanning nearly 140 years. As one of two Historically Black Colleges and Universities (HBCU) in Missouri, Lincoln has survived the tensions and dilemmas surrounding its heritage. During the past 15 years, the University faced the unique challenge of maintaining an identity and state presence as a Historically Black University while, simultaneously, emphasizing the need for integration and a diverse student population.

Purpose

The purpose of this study was to determine the alignment between the University's Statement of Mission emphasizing racial diversity and the extent of racial heterogeneity in student enrollment from 1983 to 1998. In other words, could a university mission statement which provides strong direction for admission requirements, tuition decisions, financial aid, scholarships, curriculum, faculty responsibilities, and recruitment be used to increase racial diversity in student enrollment? Did Lincoln University actively move forward in its process of racial integration as a result of expanded commitment to a diverse population as evidenced by specific statements in the Statement of Mission? (Lincoln University, unlike a majority of public higher education institutions in the state and nation, sought to diversify its student body by increasing the number of White students.)

In addition, the authors explored the degree of emphasis that should be placed on the role

of geography, cost, and minority recruiting efforts by Missouri's public White institutions when they analyzed the enrollment trend data.

Central to these questions is the paradox that a successful mission refinement which supports a diverse and multicultural student body may undermine the 1866 foundation of the university. Can a Historically Black University retain its unique mission if desegregation efforts, bolstered by mission refinement, result in a majority of White students?

Literature Review

Contextual support from the literature provides increased understanding of HBCUs. The authors divided citations necessary for this policy analysis among three broad categories: mission and historical background, legal aspects, and student diversity (integration/desegregation).

Comprehensive discussions of HBCUs' missions are fundamental to the discussion of racial diversity. Profiles of the 103 HBCUs illustrate their common missions and give some analysis of the growth taking place in mission statements (Jones, 1993; Kennard, 1995; Roebuck, 1993; Whiting, 1991). More specific discussions concerning mission statements focus on the need for a broader vision among administrators and a recommitment among faculty to historic missions (Lockett, 1996; Suggs, 1997). Discussions concerning Lincoln University's history and mission are also basic to this policy analysis (Holland, 1991; Savage, 1939).

Efforts to desegregate higher education have involved numerous legal challenges and court decisions. The move from legally enforced segregation to court-ordered desegregation has created tension and some uncertainty about the future direction of HBCUs (Brown, 1997; Jaschik, 1992; Preer, 1982; Rossow, 1993; Wenglinsky, 1996).

Numerous factors encourage White students' attendance at HBCUs. These factors create challenges as HBCUs seek to racially integrate while concerns regarding the possible loss of the unique HBCU culture remain significant (Conrad, 1997; Darden, 1996; Harrington, 1992;

Hassler, 1997; Hazzard, 1989; Kohl, 1994; McDonough, 1997; St. John, 1997; Sims, 1994; Willie, 1994). An early discussion of the integration of White students at Lincoln University and their adjustment also points out the lack of data related to racial composition (Aber, 1959). Another recent study provides extensive data regarding Missouri institutions' attempts to increase racial diversity in student enrollments (Chatman, 1998).

Methodology

In order to complete this policy analysis, the authors analyzed historical trend data to determine the effects of Lincoln's evolving Statement of Mission on student enrollment. They gathered student enrollment trend data, by race, for the 15-year period 1983-1998. The authors selected this time period because it is congruent with Lincoln's emphasis on racial diversity. This was also the time period that Lincoln University weathered attempts by state officials to change the institution's historic mission.

The authors also gathered and reviewed data related to the influence of geography on student enrollment, prepared a tuition cost analysis, and analyzed historical enrollment data by race from Missouri's White public institutions.

The authors analyzed these data in relation to the University's evolving Statement of Mission, beginning with the original mission of the 19th century and continuing through the 1990s. Close attention, however, focused on Statements of Mission between 1983 and 1998.

Conclusions

From its 19th century beginnings, Lincoln emphasized a mission which stated, "Founded in 1866 through the cooperative efforts of the enlisted men and officers of the 62nd and 65th

Colored Infantries, the institution was designed to meet the education and social needs of freed African-Americans" (Savage, 1939, p. 2).

Since the Supreme Court decision of 1954 (Brown v. Topeka, Kansas Board of Education), when the University's student population was nearly 100% Black, Lincoln has promoted racial integration. Moreover, the 1992 United States v. Fordice decision further strengthened Lincoln's efforts to achieve racial diversity.

While remaining committed to the education of African Americans, the institution's mission was expanded during the 1980s and now includes, "the University will continue to offer comprehensive service to a diverse body of traditional and non-traditional students with a broad range of academic preparation and skills" (Lincoln University, 1997, p. 14). The mission also includes the statement "the University is committed to providing quality education and living/learning opportunities that are unique and beneficial to the citizens of Missouri and to persons from other states and nations" (p. 14). A specific example of mission expansion occurred in 1987 when the Board of Curators reaffirmed the University's Statement of Mission (following an attempt by state officials to end the institution's historic mission and land grant status). "To serve as a resource center for minority affairs and other areas consistent with faculty and staff expertise. To meet the educational needs of a statewide, multicultural clientele as well as those of other students" (Information, 1988, p. 2).

A historical analysis of student enrollment (head count) trend data, by race, as illustrated in Table 1, determined that in 1983 Black Non-Hispanic students made up 50.5% of the total full-time undergraduate student head count and 18.2% of the total part-time undergraduate count. Black full-time graduate students were 17.5% of the total full-time head count and 87% of the total part-time population. In Table 4, the 1983 total Black student population was 50% while the White student enrollment was 39% of the student body.

By fall 1998, Table 3 points out that Black Non-Hispanic students made up 36.3% of the full-time undergraduate students and 14.8% of the part-time undergraduates. The graduate student

body contained 31% full-time Black Non-Hispanic students, while the graduate part-time students numbered 10.6% of total enrollment. The total Black Non-Hispanic students numbered 28.5% of the undergraduate and 12.9% of the graduates. Total White undergraduate students rose to 65.1% by fall 1998. Total White graduate students increased to 80% by fall 1998. Thus by 1998, Table 4 and Figure 1 point out that Black students represented 27% of the university's students and White students represented 66% of the student body.

Therefore, over the past 15 years, data reveal that Lincoln University's Statement of Mission and concentrated efforts to create a heterogenous student body have succeeded. If we broaden our analysis to include the state, data reveal that by 1998 Lincoln University stands out as the only institution to have achieved a measure of racial diversity in student head count. White students comprise the overwhelming majority of students in 11 of the 13 public institutions in Missouri; Black students comprise 6% of the total students enrolled in 4-year public institutions of higher education. One Historically Black College in St. Louis has a 79% Black student population. Thus, with the exception of Lincoln University, Missouri institutions remain essentially either White or Black.

Lincoln's Statement of Mission served as the catalyst for achieving racial diversity. Lincoln is the only 4-year state institution in Missouri to have achieved diversity in student enrollment and serves as a multicultural model. This success, however, has created a paradox and has implications for the future of this institution and HBCUs across the nation. Lincoln is one out of four of over one hundred HBCUs where a majority of students are White. (Drummond, 2000,p.58). Since White students now constitute the majority of students on campus, the university is at a mission crossroads. Can a Historically Black University maintain its traditional designation if a majority of students are White? This phenomena requires further study and open discussion by political and education leaders. It is time to revisit the purpose of HBCUs in American public higher education.

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Appendix

Table 1

Historical Racial Trend in Total Headcount Enrollment Fall 1983 -Fall 1988

Time Period and Variables		Non-resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/Ethnicity Unknown		Total	
		UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
FALL 1988	Headcount	32	11	600	3	7	1	4	1	3	0	769	11	0	0	1,415	27
Full-time	% of Full-Time	2.3%	40.7%	42.4%	11.1%	0.5%	3.7%	0.3%	3.7%	0.2%	0.0%	54.3%	40.7%	0.0%	??	100.0%	100%
	Headcount	26	4	123	9	5	1	3	1	2	0	896	231	0	0	1,055	246
Part-time	% of Part-time	2.5%	1.6%	11.7%	3.7%	0.5%	0.4%	0.3%	0.4%	0.2%	0.0%	82.7%	88.7%	0.0%	0.0%	100.0%	100%
	Headcount	58	15	723	12	12	2	7	2	5	0	1,665	242	0	0	2,470	255
Total	% of Total HC	2.3%	5.5%	29.3%	4.4%	0.5%	0.7%	0.3%	0.7%	0.2%	0.0%	67.4%	88.6%	0.0%	0.0%	100.0%	100.0%
FALL 1987	Headcount	45	7	51541	8	5	0	7	2	10.1%	0	661	17	0	0	1,234	34
	% of Full-time	3.6%	20.6%	.7%	21.3%	0.6%	0.0%	0.6%	5.9%		0.0%	53.6%	50.0%	0.0%	0.0%	100.0%	100.0%
	Headcount	9	6	132	14	8	2	11	2	6	10.5%	835	184	0	0	1,001	209
Part-time	% of Part-time	0.9%	2.3%	13.2%	5.8%	0.8%	0.9%	1.1%	1.0%	0.6%		83.4%	88.0%	0.0%	0.0%	100.0%9	100.0%
	Headcount	54	13	547	22	13	2	18	4	7	1	1,496	201	0	0	2,235	243
Total	% of Total HC	2.4%	5.3%	28.9%	9.1%	0.6%	0.8%	0.8%	1.6%	0.3%	0.3%	66.9%	82.7%	0.0%	0.0%	100.0%3	100.0%
FALL 1986	Headcount	45	10	612	7	5	0	11	0	3	0	642	16	0	0	1318	33
Full-time	% of Full-time	3.4%	3.3%	46.4%	21.2%	0.4%	0.0%	0.8%	0.0%	0.2%	0.0%	48.7%	34.8%	0.0%	0.0%	100.0%9	100.0%
	Headcount	11	6	139	14	9	0	5	3	7	0	833	109	0	0	1004	131
Part-time	% of Part-time	1.1%	2.9%	13.8%	10.7%	0.9%	0.0%	0.5%	2.3%	0.7%	0.0%	82.7%	83.2%	0.0%	0.0%	100.0%	100%
	Headcount	56	14	751	21	14	0	16	3	10	0	1525	115	00	00	3,242	164
Total	% of Total HC	1.7%	6.2%	23.1%	12.8%	0.1%	0.0%	0.1%	1.8%	0.1%	0.0%	47.0%	70.1%	0.0%	0.0%	100.0%	100.0%
FALL 1985	Headcount	98	20	995	9	3	0	5	1	1	0	838	16	0	0	1,940	46
Full-time	% of Full-time	5.0%	43.5%	51.3%	19.6%	0.2%	0.0%	0.3%	2.2%	0.1%	0.0%	43.2%	34.8%	0.0%	0.0%	100.0%	100.0%
	Headcount	47	13	317	21	7	5	1.3	1	8	2	693	208	0	0	1085	250
Part-time	% of Part-time	4.3%	5.2%	29.2%	8.4%	0.6%	20.%	1.2%	0.4%	0.7%	0.8%	63.9%	83.2%	0.0%	0.0%	100.0%	100.0%
Total	Headcount	145	33	1312	30	10	5	18	2	9	2	1531	224	0	0	3,025	295
	% of Total HC	4.8%	11.2%	33.4%	10.2%	0.1%	0.1%	0.1%	0.1%	0.1%	.01%	50.6%	7.4%	0.0%	0.0%	100.0%	100.0%
FALL 1984	Headcount	133	13	849	16	3	0	12	2	7	1	691	11	0	0	1695	43
Full-time	% of Full-time	7.8%	30.2%	50.1%	37.2%	0.2%	0.0%	0.7%	4.7%	0.4%	2.5%	40.8%	25.6%	0.0%	0.0%	100.0%	100.0%
	Headcount	12	6	166	24	5	0	7	1	5	0	867	120	0	0	1062	151
Part-time	% of Part-time	1.1%	4.0%	15.6%	15.9%	0.5%	0.0%	0.7%	0.7%	0.5%	0.0%	81.6%	79.5%	0.0%	0.0%	100.0%	100.0%
	Headcount	33	3	804	40	8	0	19	3	10	0	1558	133	0	0	2757	194
Total	% of Total HC	1.2%	1.5%	29.2%	20.6%	0.1%	0.0%	0.1%	1.5%	0.1%	0.0%	56.5%	68.7%	0.0%	0.0%	100.0%	100.0%

Table 2

Historical Racial Trend in Total Headcount Enrollment Fall 1989 -Fall 1993

Time Period and Variables		Non-resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/Ethnicity Unknown		Total	
		UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
FALL 1993	Headcount	25	6	787	12	12	1	6	0	12	0	1,160	30	17	0	2,019	46
Full-time	% of Full-Time	0.0%	12.2%	39.0%	24.5%	0.6%	2.0%	0.3%	0.0%	0.6%	0.0%	57.5%	61.2%	0.8%	0.0%	100.0%	100.0%
	Headcount	15	6	171	18	1	0	12	1	5	1	1,059	243	6	5	1,281	274
Part-time	% of Part-time	1.2%	2.2%	13.3%	6.6%	1.0%	0.0%	0.9%	0.4%	0.4%	0.4%	82.7%	88.7%	0.5%	1.8%	100.0%	??
	Headcount	40	9	958	30	25	1	18	1	17	1	2,219	273	23	5	3,300	255
Total	% of Total HC	1.2%	3.7%	29.0%	9.3%	0.8%	0.3%	0.5%	0.3%	0.5%	0.3%	67.2%	/84.5%	0.7%	1.5%	100.0%	100.0%
FALL 1992	Headcount	33	3	807	10	12	1	9	0	10	1	1,258	32	15	0	2,144	47
	% of Full-time	1.5%	6.4%	37.6%	21.3%	0.6%	2.1%	0.4%	0.0%	0.5%	2.1%	58.7%	68.1%	0.7%	0.0%	100.0%	100.0%
	Headcount	14	10	196	21	9	4	14	1	10	1	1,216	323	17	4	1,476	364
Part-time	% of Part-time	0.9%	2.7%	13.3%	5.8%	0.6%	1.1%	0.9%	0.3%	0.7%	0.3%	82.4%	88.7%	1.2%	1.1%	100.0%9	100.0%
	Headcount	47	13	1,003	31	21	5	23	1	20	2	2,474	355	32	4	3,620	411
Total	% of Total HC	1.3%	3.2%	27.7%	7.5%	0.6%	1.2%	0.6%	0.2%	0.2%	0.5%	68.3%	86.4%	0.9%	1.0%	100.0%3	100.0%
FALL 1991	Headcount	37	7	814	13	12	1	7	1	10	1	1,281	28	11	0	2,172	51
Full-time	% of Full-time	1.7%	13.7%	37.5%	25.5%	0.6%	2.0%	0.3%	2.0%	0.5%	2.0%	59.0%	54.9%	0.5%	0.0%	100.0%	100.0%
	Headcount	14	7	121	25	7	0	8	0	13	0	843	278	7	10	1,014	321
Part-time	% of Part-time	0.9%	2.5%	11.9%	7.8%	0.7%	0.0%	0.8%	0.0%	1.3%	0.0%	83.1%	26.6%	0.7%	3.1%	100.0%	100.0%
	Headcount	51	14	998	34	26	2	20	2	21	2	2,557	344	25	5	3,689	403
Total	% of Total HC	1.4%	3.5%	27.0%	8.4%	0.7%	0.5%	0.5%	0.5%	0.6%	0.5%	69.1%	85.4%	0.7%	1.2%	100.0%	100.0%
FALL 1990	Headcount	52	2	641	8	14	0	6	2	8	1	1,118	18	0	0	1,839	30
Full-time	% of Full-time	2.8%	3.3%	34.9%	26.7%	0.8%	0.0%	0.3%	6.7%	0.4%	3.3%	60.8%	60.0%	0.0%	0.0%	100.0%	100.0%
	Headcount	16	10	161	24	8	1	6	1	7	1	1,205	310	0	0	1,403	347
Part-time	% of Part-time	1.1%	2.9%	11.5%	6.9%	0.6%	0.3%	0.4%	0.3%	0.5%	0.3%	85.9%	89.3%	0.0%	0.0%	100.0%	100.0%
	Headcount	68	11	802	32	22	1	12	3	15	2	2,323	328	00	0	3,242	377
Total	% of Total HC	2.1%	2.9%	24.7%	8.5%	0.7%	0.3%	0.4%	0.8%	0.5%	0.5%	71.7%	87.0%	0.0%	0.0%	100.0%	100.0%
FALL 1989	Headcount	28	1	638	3	13	0	11	0	5	0	907	7	0	0	1,602	11
Full-time	% of Full-time	1.7%	9.1%	39.8%	27.3%	0.8%	0.0%	0.7%	0.0%	0.3%	0.0%	56.6%	63.6%	0.0%	0.0%	100.0%	100.0%
	Headcount	5	2	166	18	5	0	5	1	9	0	953	286	0	0	1,143	307
Part-time	% of Part-time	0.4%	0.7%	14.5%	5.9%	0.4%	0.0%	0.4%	0.3%	0.8%	0.0%	83.4%	93.2%	0.0%	0.0%	100.0%	100.0%
	Headcount	33	3	804	21	18	0	16	1	14	0	1,860	293	0	0	2,745	318
Total	% of Total HC	1.2%	0.9%	29.3%	6.6%	0.7%	0.0%	0.6%	0.3%	0.5%	0.0%	67.8%	92.1%	0.0%	0.0%	100.0%	100.0%

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Table 3

Historical Racial Trend in Total Headcount Enrollment Fall 1994 -Fall 1998

Time Period and Variables		Non-resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Race/Ethnicity Unknown		Total	
		UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
FALL 1998	Headcount	90	3	686	9	7	0	10	0	9	1	1,072	15	17	1	1,891	29
Full-time	% of Full-Time	4.8%	10.3%	36.3%	31.0%	0.4%	0.0%	0.5%	0.0%	0.5%	3.4%	56.7%	51.7%	0.9%	3.4%	100.0%	100.0%
	Headcount	15	6	158	24	8	0	12	0	11	4	854	189	10	3	1,068	226
Part-time	% of Part-time	1.4%	2.7%	14.8%	10.6%	0.7%	0.0%	1.1%	0.0%	1.0%	1.8%	80.0%	83.6%	0.9%	1.3%	100.0%	100.0%
	Headcount	105	9	844	33	15	0	22	0	20	5	1,926	204	27	4	2,959	255
Total	% of Total HC	3.5%	3.5%	28.5%	12.9%	0.5%	0.0%	0.7%	0.0%	0.7%	2.0%	65.1%	80.0%	0.9%	1.6%	100.0%	100.0%
FALL 1997	Headcount	60	6	573	12	12	0	13	0	13	0	1,071	16	10	0	1,752	34
	% of Full-time	3.4%	17.6%	32.7%	35..3	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	61.1%	47.1%	0.6%	0.0%	100.0%	100.0%
	Headcount	17	7	136	18	7	1	8	0	9	2	798	242	5	5	980	275
Part-time	% of Part-time	1.7%	2.5%	13.9%	6.5%	0.7%	0.0%	0.8%	0.0%	0.9%	0.7%	81.4%	88.0%	0.5%	1.8%	100.0%	100.0%
	Headcount	77	13	709	30	19	1	21	0	22	2	1,869	258	15	5	2,732	309
Total	% of Total HC	2.8%	4.2%	26.0%	9.7%	0.7%	0.3%	0.8%	0.0%	0.8%	0.6%	68.4%	83.5%	0.5%	1.6%	100.0%	100.0%
FALL 1996	Headcount	30	0	532	6	11	0	9	0	6	0	1,025	17	8	0	1621	23
Full-time	% of Full-time	1.9%	0.0%	32.8%	26.1%	0.7%	0.0%	0.6%	0.0%	0.4%	0.0%	63.2%	73.9%	0.5%	0.0%	100.0%	100.0%
	Headcount	15	8	121	25	7	0	8	0	13	0	843	278	7	10	1,014	321
Part-time	% of Part-time	1.5%	2.5%	11.9%	7.8%	0.7%	0.0%	0.8%	0.0%	1.3%	0.0%	83.1%	26.6%	0.7%	3.1%	100.0%	100.0%
	Headcount	45	8	653	31	18	0	17	0	19	0	1,868	295	15	10	2,635	344
Total	% of Total HC	1.7%	2.3%	24.8%	9.0%	0.7%	0.0%	0.6%	0.0%	0.7%	0.0%	70.9%	85.8%	0.6%	2.9%	100.0%	100.0%
FALL 1995	Headcount	37	3	643	11	12	1	10	0	7	0	1,112	18	15	1	1,836	34
Full-time	% of Full-time	2.0%	8.8%	35.0%	32.4%	0.7%	2.9%	0.5%	0.0%	0.4%	0.0%	60.6%	52.9%	0.8%	2.9%	100.0%	100.0%
	Headcount	22	4	171	34	9	0	7	2	11	2	1,018	285	9	10	1,247	337
Part-time	% of Part-time	1.8%	1.2%	13.7%	10.1%	0.7%	0.0%	0.6%	0.6%	0.9%	0.6%	81.6%	84.6%	0.7%	3.0%	100.0%	100.0%
Total	Headcount	59	7	814	45	21	1	17	2	18	2	2,130	303	24	11	3,083	371
	% of Total HC	1.9%	1.9%	26.4%	12.1%	0.7%	0.3%	0.6%	0.5%	0.6%	0.5%	69.1%	81.7%	0.8%	3.0%	100.0%	100.0%
FALL 1994	Headcount	31	5	738	15	8	1	6	0	8	0	1,107	14	16	0	1,914	35
Full-time	% of Full-time	1.6%	14.3%	38.6%	42.9%	0.4%	2.9%	0.3%	0.0%	0.4%	0.0%	57.8%	40.0%	0.8%	0.0%	100.0%	100.0%
	Headcount	15	4	152	22	8	0	10	3	5	1	1,038	290	7	8	1,235	328
Part-time	% of Part-time	1.2%	1.2%	12.3%	6.7%	0.6%	0.0%	0.8%	0.9%	0.4%	0.3%	84.0%	88.4%	0.6%	2.4%	100.0%	100.0%
	Headcount	46	9	890	37	16	1	16	3	13	1	2,145	304	23	8	3,149	363
Total	% of Total HC	1.5%	2.5%	28.3%	10.2%	0.5%	0.3%	0.5%	0.8%	0.4%	0.3%	68.1%	83.7%	0.7%	2.2%	100.0%	100.0%

Table 4

Historical Enrollment Trends by Race Fall 1983 - Fall 1998

Year	White non-Hispanic	Percent of Total	Black non-Hispanic	Percent of Total	Other	Percent of Total	Total
1983	598	39%	764	50%	180	12%	1,542
1984	702	40%	865	50%	171	10%	1,738
1985	1,004	51%	854	43%	128	6%	1,986
1986	1,600	64%	772	31%	113	5%	2,485
1987	1,697	68%	669	27%	112	5%	2,478
1988	1,907	70%	735	27%	101	4%	2,743
1989	2,153	70%	825	27%	85	3%	3,063
1990	2,651	73%	834	23%	134	4%	3,619
1991	2,901	71%	1,032	25%	168	4%	4,101
1992	2,829	70%	1,034	26%	168	4%	4,031
1993	2,492	69%	988	27%	143	4%	3,623
1994	2,449	70%	917	26%	136	4%	3,502
1995	2,433	74%	683	21%	162	5%	3,279
1996	2,163	73%	684	23%	132	4%	2,979
1997	2,127	70%	739	24%	175	6%	3,041
1998	2,130	66%	877	27%	207	6%	3,214

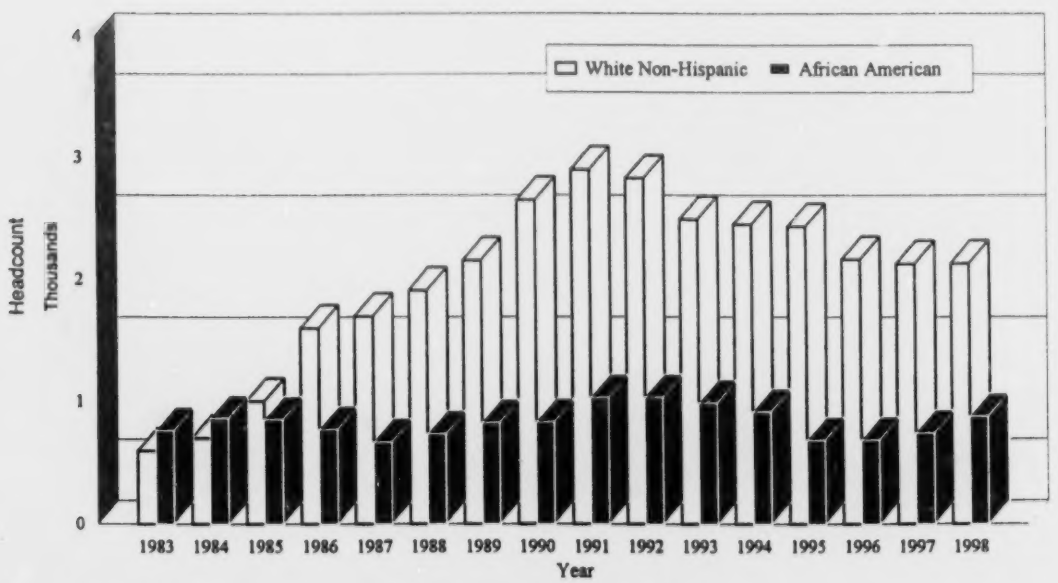

Figure 1. African American and White Enrollment Trends by Race